

**Inspection date**

02/07/2013

Previous inspection date

02/03/2009

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

**The quality and standards of the early years provision**

**This provision is good**

- The positive partnership with parents ensures they are informed about their children's learning and that they are enabled to support their child's further learning at home. Effective partnerships with other providers ensure children's needs are met.
- Children are forming close attachments and they interact positively with their peers, the childminder and her assistant. They show they feel happy and safe in their environment as they laugh and giggle with one another and enjoy the company of the adults caring for them.
- Children are encouraged to find out about their local community because they are taken on outings to places of interest. This includes local parks and the local children's centre.
- Children's development is effectively promoted because they make good individual progress from their starting points. The childminder has a good understanding of how to promote children's learning through providing stimulating challenging activities.

**It is not yet outstanding because**

- There is scope to further develop the positive relationships with parents and carers by informing them whether the childminder or the assistant will be dropping off or collecting their child from their other settings and/or school.
- There is scope to build upon children's already good levels of independence during routine activities, such as mealtimes.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector scrutinised a range of documentation; assessment records, policies and procedures, staff suitability, self-evaluation records and the risk assessment documents.
- The inspector took account of the views of children spoken to on the day and written comments made by parents.
- The inspector observed children's play activities in the designated playroom and in the outdoor play areas. The inspector also undertook a joint observation with the childminder and her assistant.
- The inspector held meetings with the childminder and toured all indoor and outdoor areas used by the children.

## Inspector

Mary Henderson

## Full Report

### Information about the setting

The childminder was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Wednesbury, West Midlands. Her partner works as her assistant most days. The whole of the ground floor and the rear garden are used for childminding. The family has no as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently five children on roll, four of whom are in the early years age group and attend for a variety of sessions.

The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She also operates on some weekends depending on availability. The childminder has an early years National Vocational Qualification at Level 3. She is a member of an approved childminding network and a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop ways to build on the already positive relationships with parents and carers, keeping them fully informed about what will happen at transition times; who will be taking or collecting their child from other settings and/or school
- extend children's independence during mealtimes, for example, by allowing them to pour their own drinks.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

To promote all areas of children's learning and development, the childminder provides a broad range of resources and activities that meets their individual interests. The childminder spends quality time sitting with the children and supporting their choices about what they would like to do. Children's communication and language skills are beginning to develop well because the childminder and the assistant spend time talking with them, asking open-ended questions and encouraging and extending their skills. For example, when asked, children can identify shapes, such as stars and circles and name various colours, including orange and purple. This also supports children's mathematical

skills and their readiness for school.

Children's physical skills are developing well because they have space to run around in the fresh air and use climbing and balancing equipment in the garden and at the parks. They like to sing their favourite songs in the play den and enjoy praise from the childminder and the assistant for knowing the words and actions. The childminder ensures the children's day includes a good balance of both child-led and adult-guided activities, thereby, supporting their learning and interests. For example, children like to make choices about playing indoors or outdoors. They move about the garden and choose to draw a picture with crayons or make marks with the chalk. They also like to look at the interest corner where they explore with their senses as they touch and look at stones, shells and sticks. Children's independence is fostered as they make their own choices and put things away when they are finished playing. However, children are not encouraged to pour their own drinks during mealtimes, thereby, missing this opportunity to further develop their skills of independence.

Children enjoy outings to places of interest. They like to visit the local toddler group where they can mix with others and learn to share and take turns in a larger group. Children explore various activities here with their peers. For example, they like to eat noodles with chop sticks during Chinese New Year and find out about Divali through stories and artwork. As a result, children celebrate differences and similarities about people and places. Other places of interest include visits to the local farm where they learn about the various animals, including pigs and chickens. As a result, children's understanding about the world around them is effectively supported. During quiet times, children like to cut and glue recycled resources, paint or mould and cut the dough with tools. All of these activities help children to achieve expected levels of development. Children's artwork and photographs of themselves and their family are displayed for their enjoyment.

The childminder has a good knowledge of the Early Years Foundation Stage. Observations and assessments are generated and used to identify children's next steps in their learning and development. Parents are included in this process. This ensures any gaps in children's learning are identified to ensure they receive the support they need. Children, therefore, are making good progress towards the early learning goals. Parents are meaningfully involved in children's learning through shared resources and discussions about how to further support their child in their home. They are provided with daily updates about their child's learning and development. Parents access and add to their child's learning journal documents and provide positive feedback about this, which supports a collaborative approach to children's learning and development.

### **The contribution of the early years provision to the well-being of children**

Children feel secure and happy in their environment because the childminder ensures good settling-in routines as agreed with the parents. The childminder and the assistant effectively promotes the children's attachments because they spend time getting to know them and what their interests are. In this way, children are helped to make a smooth transition into the childminder's care. Children show they are happy and feel safe in their environment as they smile and giggle with one another and the adults caring for them.

The childminder provides children with lots of attention and eye contact and talks to them about what she is doing to ensure they feel part of the provision as a whole. Children are developing good friendships with their peers. This and meaningful praise supports children's positive behaviour. Children learn about a healthy lifestyle as they wash their hands before eating and after visiting the toilet. They enjoy being physically active as they ride around on their tricycles in the fresh air. Children enjoy sitting for mealtimes and talking about healthy food as they eat their vegetables. The childminder and assistant are careful to supervise without directing or taking over as they recognise the importance of encouraging the children's exploration and risk taking. For example, they supervise and encourage younger children, who try to reach craft resources by standing on the bench seat.

### **The effectiveness of the leadership and management of the early years provision**

The childminder has a good understanding of her role and responsibility to promote the safeguarding and welfare requirements. Children are safeguarded because there are rigorous risk assessments in place for all indoor and outdoor areas and all outings the children are taken on. The childminder and the assistant have both undertaken safeguarding training and first aid training and ensure policies and procedures are fully implemented. This and good supervision of the children ensures their safety and well-being at all times. The childminder holds supervision sessions with the assistant and identifies any training needs to ensure the children fully benefit from the provision as a whole.

The childminder is aware of the importance of good relationships with the parents and encourages them to share what they know about their child. Requirements for permission for the assistant to collect or pick up children during transitions to and from other settings and school are met. However, at times, not all parents are fully aware of who is collecting or picking up their child on particular days. Parents have access to the policies and procedures of the provision.

Self-evaluation procedures of the provision are good and identifies strengths and areas for further improvement. All stakeholders are fully included in the procedures through ongoing discussions, observations and feedback. This includes input from the parents, children, assistant and the local authority. The educational programmes and assessment are effectively monitored to ensure children receive a broad range of activities that meet their individual learning needs. In this way, children are making good progress and in line with that typically expected for their age.

The childminder shares two-way information with other providers. This includes discussions about routines and children's learning with other key persons to ensure consistency and continuity for them as they move between settings and forward into school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	254938
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	923384
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/03/2009
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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